

Planning for

# College & Career Awareness

## Utah Student Planning Guide Grade 7

*If you would climb a mountain,  
never try the smooth side.*

*Try the rough side ...*

*for there you will*

*have something*

*to hold on to.*

*-Pastor France Davis*



# College & Career Awareness

Junior High ...

## It's Fun and it Counts!

**Junior High may seem a little scary to some students ...**

**Jr High ...**

- Buildings are bigger and you'll have more classes than in elementary.
- You'll have a locker ...no more totes or cubbies!
- Many new classmates ...you may not know anyone in some classes.
- More freedom; highly structured classes are for kids!
- Know the rules and expectations; there will be differences.

**Instead of ...**

**Which means ...**

- Make a mental map and be organized.
- Memorize your combination; stay organized.
- You'll make new friends.
- Be more responsible and make good choices.
- Ask questions and be confident.

**Some students think that their junior high school experience doesn't count.**

Not true! The classes you take in 7<sup>th</sup> and 8<sup>th</sup> grade are carefully designed to prepare you for high school. By doing your *best* in junior high, you'll increase the opportunities you have in high school. The Utah State Board of Education has outlined the credits that students in grades 7 and 8 must earn to be properly prepared for grades 9-12.

**Junior high students are expected to earn the following 12 credits in grades 7-8:**

- Language Arts (2.0 units of credit = 2 years of study)
- Mathematics (2.0 units of credit)
- Science (1.5 units of credit = 1½ years of study)
- Social Studies (1.5 units of credit)
- Arts – Visual Arts, Music, Dance, Theatre (1.0 unit of credit)
- Physical Education (1.0 unit of credit)
- Health Education (0.5 unit of credit = ½ year of study)
- College and Career Awareness (1.0 unit of credit)
- Other junior high choices (1.5 unit of credit):
  - Educational Technology
  - World Languages
  - Reading
  - Electives



### Honors Courses

Students may choose to take honors courses based on their interests, strengths, and potential. Honors classes offer increased depth and complexity in core subject areas. Students develop independence, and critical and creative thinking skills. Problem-based learning and concept-based instruction are key strategies. Honors coursework prepares students for future advanced course options – e.g., concurrent enrollment, advanced placement, and international baccalaureate.

### Gifted Courses

To explore educational programs available to gifted and talented learners, talk with a school counselor or school or district administrators. In addition, visit the [Gifted and Talented](#) page on the Utah State Office of Education website.



POWERPOINT STORYBOARD FOR CDA 1

**College & Career Awareness**

[as-puh-rey-shuh n] noun  
Strong desire, longing, or aim; ambition: *lifestyle aspirations.*

Family

**College & Career Awareness**

The working life ...

Inside, outside, home office, factory, corporation

**College & Career Awareness**

Living life in the ...

Country, city, suburbs, neighborhood

**College & Career Awareness**

Getting around ...

Walk, bicycle, auto, taxi, public transportation

**College & Career Awareness**

Home is where the heart is ...

Apartment, condo, townhome, bungalow, mansion

**College & Career Awareness**

Fun!

Hobbies, sports, recreation, vacation

# College & Career Awareness

You've thought about the kind of life you hope to lead, but now let's look at how much it costs to support those lifestyle choices. The table below lists average individual spending (based on information provided by the [U. S. Bureau of Labor Statistics](https://www.bls.gov)) for several key categories in a household budget. Follow the steps to estimate how much YOU need to have the good life you envision!

Item	Average spending	Considerations	Estimate your spending
Housing	\$1,091	Add to this if you hope to live in better-than-average housing.	
Food at home	\$177	Do you enjoy making gourmet meals, or having more expensive treats on hand?	
Food away from home	\$165	Dining out (even at fast food joints) or stopping for a Big Gulp will add up fast.	
Clothing, personal services	\$110	What's your taste in clothing? How often do you get a pedi, or purchase other personal services?	
Transportation	\$504	This amount includes your car payment, insurance, fuel, repairs, etc.	
Healthcare	\$162	This may be more or less, depending on healthcare benefits paid by your employer.	
Entertainment	\$149	Do you plan to go out more often, or take more vacations than the average person?	
Savings	.varies w/earnings.	At least 10% of what you earn each month for unexpected emergencies or anticipated special events.	
Other		Add in any recurring monthly costs here.	
	<b>\$1,854</b>	<b>Your TOTAL for a month:</b>	<b>\$</b>

## DO THE MATH!

**STEP ONE:** Make your best guess about how much you will need (or want) to spend in each category and write that amount in the last column.

**STEP TWO:** Add up your expenses and write in the monthly total in the bottom box. This is an estimate of how much it will cost you each month.

**STEP THREE:** To find out how much your estimated spending would be in a *year*, multiply your total (from the bottom box) by 12:

$$\boxed{\phantom{000}} \times 12 = \boxed{\phantom{000}}$$

**STEP FOUR:** Keep your new total in mind as you consider your college and career options. Earnings alone don't ensure job satisfaction, but you'll want to earn at least enough to support yourself!

**ONE LAST NOTE:** To take home \$1854 each month (as in example above, you need to earn about \$2,000. That's because employers are legally required to withhold taxes (among other things).

# College & Career Awareness

## Timing, Planning & Setting Goals

### Understanding Personal Time Usage

Estimate how much time you spend on various activities by filling out the Time Tracker in 15 minute increments. Be sure to include: sleep, preparation for the day, school, chores, hobbies, eating, study, work, etc. When finished, answer the following questions:

- How much sleep do I get (on average) per day? \_\_\_\_\_
- How long does it take me to get ready in the morning? \_\_\_\_\_
- How long am I at school? \_\_\_\_\_
- How much time is spent exercising? \_\_\_\_\_
- What time of day am I most alert? \_\_\_\_\_
- How long can I study in one sitting? \_\_\_\_\_
- What types of things distract me from following this schedule? \_\_\_\_\_
- What motivates me for staying on-task? \_\_\_\_\_

### Defining Priorities

Stephen Covey describes "Big Rocks" as the most important things in your life. One way to find out what is most important is to list your current life roles. Write down your current life roles. Put the roles into three categories: Big Rocks (A), Pebbles (B) and Sand (C).

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### Planning Ahead

What tools do you use to stay organized in school? \_\_\_\_\_

How does that help you to stay organized? \_\_\_\_\_

### Avoiding Procrastination

It's easy to procrastinate. The following are steps that will help you get your school work done. Circle the steps that you already do, and put a star by the ones that you will work on this year.

- |   |   |
|---|---|
| (1) Break big projects into smaller, more manageable pieces.                                      | (3) Remove distractions.                |
| (2) Do the easy parts first – OR – Do the hardest parts first (figure out which is best for you). | (4) Use positive self-talk.             |
|   | (5) Accept what you can do.             |
|   | (6) Celebrate the small accomplishment. |

## My Time Tracker

TIME	ACTIVITY
5:00 am	
5:15	
5:30	
5:45	
6:00	
6:15	
6:30	
6:45	
7:00	
7:15	
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TIME	ACTIVITY
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12:00	
12:15	
12:30	
12:45	
1:00 am	
2:00	
3:00	
4:00	
4:30	
4:45	



# w College & Career Awareness

## Set SMART Goals!

Setting **SMART** goals is a powerful strategy that will help you succeed in school and beyond. The key to goal setting is to make sure that your goals are well-defined and will provide guidance and boundaries. Well-defined goals are:

S

**SPECIFIC:** Your goal should be clear to anyone reading the goal. Everyone should understand exactly what the goal is designed to achieve.

**What** – exactly – will you accomplish?

M

**MEASURABLE:** You should be able to determine whether you have achieved your goal by using some relevant measure, such as cost, quantity, increased efficiency, etc.

**How** will you know you've accomplished it?

A

**ATTAINABLE:** It's good to have "stretch" goals, but make sure your goal is subject to your control. You need to have confidence in your ability to achieve it, even if that means seeking support and help from others.

Do you know the **resources** (people, tools, materials) you need?

R

**RELEVANT:** Making sure the goal is important to you – or a larger group you hold in regard – will ensure you are motivated to achieve it.

**Why** is this goal important?

T

**TIME-BOUND:** Targets, deadlines, and due dates, are extremely helpful to you as you pursue your goal. Defining a timeline and firm completion date will nudge you forward, and make it clear when you are done!

**When** do you need to finish?

## NON-TRADITIONAL CAREERS\*

*In the space provided, identify (by writing an 'M' for males and an 'F' for females) the jobs traditionally held by men and the jobs traditionally held by women.*

\_\_\_ Architect

\_\_\_ Physician

\_\_\_ Civil Engineer

\_\_\_ Physician Assistants

\_\_\_ Dental Hygienist

\_\_\_ Registered Nurse

\_\_\_ Dentist

\_\_\_ Retail Buyer

\_\_\_ Laboratory Tech

\_\_\_ Software Developer

High school is a great time to **try out a wide range of career pathways by enrolling in CTE courses**. As an added bonus, you'll be developing work-related skills that can be put to immediate and profitable use! Mapping out an education plan is all about taking full advantage of the opportunities available.



Unfortunately, many students limit their view to the opportunities that are the easily available, readily accessible, and most traditional. They never take even one step out of their comfort zone as they look at the list of high school courses and decide what to take.

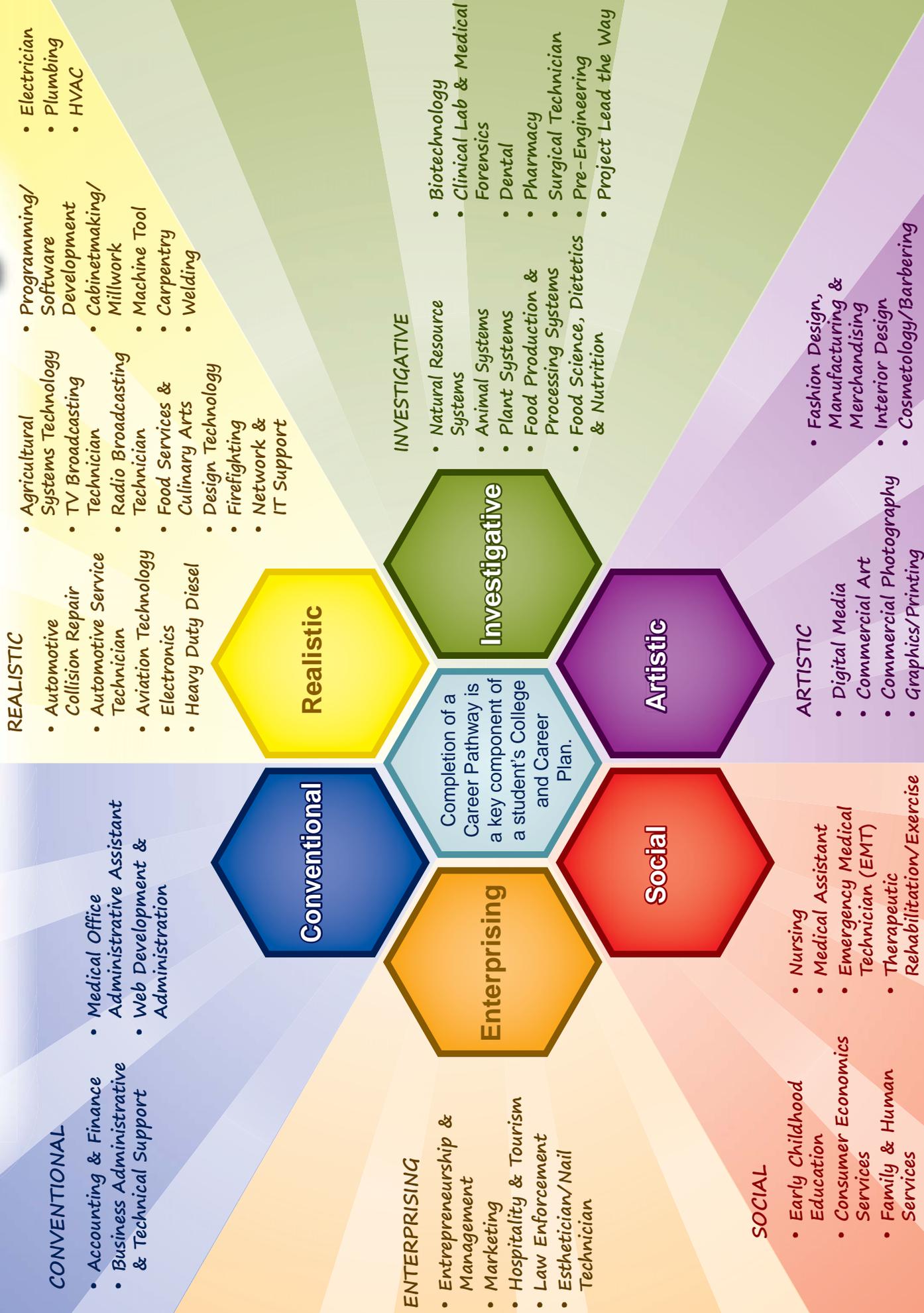


**So here's a challenge:** As you start thinking about your high school program, choose at least one course each year that will stretch your imagination and broaden your view.



*\*A **non-traditional career** is any occupation in which women or men comprise **25 percent or less** of its total employment.*

# Utah Career Pathways



# College & Career Awareness

## Complete a CTE Pathway!

### What is a Career Pathway?

A Career Pathway is a sequence of courses within your area of interest. A Pathway is **your educational road map**, preparing and guiding you to the high school courses and postsecondary options most relevant to your chosen college and career destination.

## Like GPS for Course Planning!

### Benefits of Completing a Pathway

- Pathways make it easy to see the ways the skills you are **learning today will be used tomorrow** - in other courses and on the job.
- Completing a Pathway makes the **transition** to life after high school easier. Next step opportunities are described when you participate in a Pathway.
- Completing a CTE Career Pathway brings focus to your high school studies, allowing you to develop **technical skills and obtain the academic knowledge** needed for further training and/or a good job, depending on your personal plan.
- Pathways offer opportunities for career exploration and **Work-Based Learning** specifically related to your career interests.
- Participating in a CTE Pathway will maximize your chance to complete related skill certification tests and earn a **CTE Skill Certificate** that confirms your achievements.
- CTE Pathways encourage your participation in a **Career and Technical Student Organization (CTSO)**, resulting in a network of friends with similar interests as well as enhanced opportunities to develop and apply new skills.
- Many Pathway courses offer concurrent enrollment credit, giving you the opportunity to earn **college credit while still in high school**.



Taking a course within a CTE Pathway makes you eligible for a CTE **Scholarship and Tuition Award!**

CTE Pathway: \_\_\_\_\_

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Foundational Courses :	Language Arts	Mathematics	Life/Physical Science	Social Studies	FA/CTE/PE/Electives
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Please select a CTE Pathway Chart your teacher has provided and decide as a group courses a student must take to complete a CTE Pathway.  
Add the courses to the boxes to reflect the courses necessary for a student to complete the pathway.

Add more boxes to the Pyramid if it is needed.

You will present to the class what you have learned as a group.

# College & Career Awareness

## FIND SOMEONE WHO ....

Speaks another language	Plays a musical instrument	Is good at sports	Is interested in science	Likes to tinker with anything mechanical	Enjoys working with animals
Is interested in aviation	Likes performing in public	Seems to be able to teach others	Has artistic ability	Enjoys helping others	Is interested in math
Reads and writes well	Likes constructing or building things	Likes or would like to travel	Likes to debate issues	Likes to sing	Enjoys working with money
Likes working with computers	Types well	Is good at growing plants	Is a good salesperson	Likes talking to people	Gets along well with others
Likes to organize things	Wants to go to college/trade school	Wants to join the military service	Would like to be on TV or radio	Likes history	Prefers the out-of-doors
Enjoys working alone	Likes talking on the telephone	Enjoys personal grooming and clothing	Is concerned about the environment		

# College & Career Awareness

## Ability Self-Inventory

The following inventory will help you identify your abilities and skills. Please rate yourself for the skills listed under the different ability categories by circling the best descriptor (Good, Average, Poor).

1. <b>Verbal ability:</b> able to understand written material and express self fluently.	Good	Average	Poor
2. <b>Mathematical ability:</b> able to understand and do arithmetic problems quickly and accurately.	Good	Average	Poor
4. <b>Musical ability:</b> able to appreciate or perform well musically.	Good	Average	Poor
5. <b>Interpersonal ability:</b> able to help, teach, influence or counsel others.	Good	Average	Poor
6. <b>Artistic ability:</b> able to express self in a creative way.	Good	Average	Poor
7. <b>Scientific ability:</b> able to understand, organize, observe, and experiment with scientific information.	Good	Average	Poor
8. <b>Mechanical ability:</b> able to work with machines, tools, or repair and assemble different things.	Good	Average	Poor
10. <b>Agricultural ability:</b> able to make things grow, or to work with animals.	Good	Average	Poor
12. <b>Organizational ability:</b> able to arrange and manage information and numbers.	Good	Average	Poor
13. <b>Athletic ability:</b> able to participate in group or individual physical activities.	Good	Average	Poor

Idea modified from: Zeien, K., Anderson, B. (1999). Activity 65: Aptitude self inventory. *Bridges: Making the Transition from School to Work* (pp. 116-117). MA: J. Weston Walch, Publisher.

# College & Career Awareness

## Ability Inventory: Are My Skills Useful?

Sometimes we undermine the value of our abilities and skills. Please list four or five things you enjoy doing and that you also do well. Then, think about those places where you could use the ability either at school or in the community.

Ability and Skill	Possible Use at School	Possible Use in the Community

# College & Career Awareness

## What work supports your values?

PERSONAL RANKING	WORK VALUE and DESCRIPTION
	<p style="text-align: center;"><b>ACHIEVEMENT</b></p> <p>If ACHIEVEMENT is your highest value, look for jobs that will <b>utilize your best abilities</b>. Seeing the results of your work will give you a <b>sense of accomplishment</b>. You want to <b>become an expert</b> in your field.</p>
	<p style="text-align: center;"><b>INDEPENDENCE</b></p> <p>If you value INDEPENDENCE, you'll want to find work that allows you to <b>work on your own</b> and express your <b>creativity</b>. Work that gives you the chance to <b>make decisions</b> and <b>take responsibility</b> will be most satisfying. You want to determine how to accomplish work goals with very <b>little supervision</b>.</p>
	<p style="text-align: center;"><b>RECOGNITION</b></p> <p>If you value RECOGNITION, look for jobs that give you a chance to <b>move up the ladder</b> and to <b>lead others</b>. Jobs that offer <b>status and authority</b> will be very satisfying. You want to be <b>publicly recognized</b> for the high quality of your work.</p>
	<p style="text-align: center;"><b>RELATIONSHIPS</b></p> <p>If RELATIONSHIPS are a high value, you'll want a job with <b>friendly co-workers</b> where you can be of <b>service to others</b>. A job that reinforces your <b>sense of right and wrong</b> will be most satisfying. You want to work as a <b>team member</b> to accomplish common goals.</p>
	<p style="text-align: center;"><b>SUPPORT</b></p> <p>If you value SUPPORT, it's important to find a job in which your <b>employer stands up for you</b> and your co-workers, and <b>management is considerate, competent and fair</b>. You'll be most satisfied if you're comfortable with both the <b>technical and personal supervision</b> and support offered. You can work under pressure, but only if you have <b>resources to meet organizational goals</b>.</p>
	<p style="text-align: center;"><b>WORKING CONDITIONS</b></p> <p><b>Good pay, job security</b>, and a <b>comfortable work environment</b> are important to you if you value WORKING CONDITIONS. Do you like to work alone or closely with others? Do you like to stay busy, or maybe you enjoy a variety of things to do on the job? Knowing your "work style" and finding conditions that <b>support your style</b> will be most satisfying. In addition, you appreciate having <b>predictable job duties</b>.</p>



*Be ready to tell your team which value is most important to you. How much of your team's \$100 should be bid to win it?*

# Utah's FIVE-STAR Occupations 2012-22

Five-star job information courtesy of the Utah Department of Workforce Services.

## ★ High Demand, High Wage ★

### "Business"

- Accountants & Auditors
- Claims Adjustors, Examiners & Investigators
- Compliance Officers
- Cost Estimators
- Database Administrators
- Financial Analysts
- Financial Managers
- Information Security Analysts & Web Developers
- Loan Officers
- Purchasing Agents
- Sales Representatives, Wholesale & Manufacturing
- Web Developers

### "Technical"

- Cardiovascular Technologists & Technicians
- Civil Engineers
- Industrial Machinery Mechanics
- Medical Equipment Repairers
- Mobile Heavy Equipment Mechanics
- Plumbers, Pipefitters, & Steamfitters
- Radiologic Technologists & Technicians
- Service Unit Operators, Oil, Gas & Mining

### "Administration"

- Administrative Services Managers
- Architectural & Engineering Managers
- Computer & Information Systems Managers
- Construction Managers
- Education Administrators, Elementary & Secondary
- Education Administrators, Postsecondary
- Food Services Managers
- General & Operations Managers
- Human Resource Specialists
- Lawyers
- Logisticians
- Marketing Managers
- Medical & Health Services Managers
- Property & Real Estate Managers
- Public Relations Specialists
- Sales Managers
- Sales Representatives
- Social & Community Service Managers
- Supervisors of Construction Trades & Extraction Workers
- Supervisors of Mechanics, Installers & Repairers
- Supervisors of Non-Retail Sales Workers
- Supervisors of Police & Detectives
- Supervisors of Production & Operating Workers
- Supervisors of Transportation, Machine & Vehicle Operators
- Wholesale & Retail Buyers

### "Social & Human Services"

- Clinical, Counseling & School Psychologists
- Dental Hygienists
- Elementary School Teachers
- Healthcare Social Workers
- Instructional Coordinators
- Marriage & Family Therapists
- Mental Health Counselors
- Middle School Teachers
- Nurse Practitioners
- Physical Therapists
- Physician Assistants
- Registered Nurses
- Teachers, Postsecondary (Art, Drama, Music, Business, Biology, English Language, Literature, Health Specialties, Nursing Instructors/Teachers)
- Teachers, Secondary
- Training & Development Specialists

### "Arts"

- Architects



### 1, 2, 4 or More...

"College" means 1, 2, 4 or more years of training/education.

In addition to formal education programs that result in certificates and degrees, **related experience may also be required for certain occupations.** For example, even though *high school diploma* is the education level requirement for *Food Service Managers*, workers typically have experience as servers and cashiers, and may also complete short-term certificate programs or on-the-job training to enhance their skills.

- = High school diploma
- = A certificate or licensure program for a fairly specific occupation (e.g., bookkeeper, auto mechanic)
- = Associate degree (e.g., farm and ranch management, dental assisting)
- = Bachelor's degree (e.g., computer science, public administration)
- = Master's, professional or doctorate degree

### "Scientific"

- Biomedical Engineers
- Computer Programmers
- Computer Systems Analysts
- Dentists
- Diagnostic Medical Sonographers
- Electrical Engineers
- Industrial Engineers
- Management Analysts
- Market Research Analysts
- Mechanical Engineers
- Medical & Clinical Laboratory Technologists
- Network & Computer Sys Admins
- Operations Research Analysts
- Pharmacists
- Physicians & Surgeons, All Other
- Software Developers, Applications
- Software Developers, Systems

## GOOD QUESTION

### Why aren't Nurse Practitioners and Registered Nurses in the "Scientific" list?

There are many ways to sort occupations. **This chart sorts occupations into areas of interest.** It's true that aspiring nurses need to complete a lot of science courses, but **courses of study are different** from career interests.

The areas of interest on this chart reflect the research of John Holland and others that shows the **importance of interests to job satisfaction.** Research confirms that nurses who enjoy high job satisfaction are those who are interested in helping people (i.e., "Social").

There are many occupations to choose from. Some occupations will suit you better than others, so it's helpful to have a good starting point. Career guidance professionals agree that **thinking about your interests is the first step toward finding a satisfying career.**



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# Work goals or values are seen as expressions of basic values in the work setting.

The way in which our personal priorities align with these basic values relates to our attitudes and behavior toward work and is an indicator of our job satisfaction. Thus, we ideally seek a career that aligns with our personal work values. This worksheet introduces you to the four key work values and exhibits why STEM careers are appropriate for those who have intrinsic, extrinsic, prestige, or social work values.

**Read about the four key work values below. Using the words in the bank below, complete the quotes in the thought bubbles.**

*I want to do work that is really \_\_\_\_\_ to me.*

*I want to work \_\_\_\_\_ at times to solve a piece of a bigger team puzzle.*

*I want to \_\_\_\_\_ with others to solve important problems.*

*I want to do work that can \_\_\_\_\_ the world.*

INTRINSIC

**refers to the importance placed on autonomy and interest**

DID YOU KNOW:  
STEM professionals are creative problem solvers!

SOCIAL

**refers to the importance placed on working with people and making contributions to society**

DID YOU KNOW:  
STEM professionals collaborate to make a world of difference and shape our future!

## Work Values

EXTRINSIC

**refers to the importance placed on making money and having job security**

DID YOU KNOW:  
STEM careers are in demand and are some of the highest paid careers!

PRESTIGE

**refers to the importance placed on having a prestigious and respected occupation**

DID YOU KNOW:  
Careers in STEM disciplines consistently dominate the ranks of the most prestigious careers!

*I want to know that I will always be able to find \_\_\_\_\_.*

*I want to build financial \_\_\_\_\_.*

*I want a job that represents a high \_\_\_\_\_.*

*I want people to admire and \_\_\_\_\_ me for my work.*

WORD BANK

wealth    change    employment    social standing    interesting    respect    collaborate    independently



Funded by a grant from the National Science Foundation, GSE/EXT: STEM Equity Pipeline Project, Grant No. HRD-1203121



Download at [www.napequity.org/counselors](http://www.napequity.org/counselors)  
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# College & Career Awareness

## Career Interests

First introduced in 1959, Dr. John Holland's theory of career "personalities" (or career "interest areas") and corresponding work environments is widely accepted and is used extensively by counselors, job coaches, teachers and others to help people of all ages find satisfying work.

You'll see versions of the chart below in publications from (for example) –

- The U. S. Department of Labor  
<http://www.careeronestop.org/ExploreCareers/Assessments/interests.aspx>,
- ACT  
<http://www.act.org/wwm/counselor.html>, and
- The Military  
<http://asvabprogram.com/index.cfm?fuseaction=learn.interests>.

This chart reflects the six basic interest areas, selected characteristics of satisfied workers to be found within each area, and a short list of sample occupations within the corresponding work environments.



# STEM Career Search Matrix

**Instructions:** Complete the following table by selecting Science, Technology, Engineering, and Math (STEM) careers or occupations from ScienceBuddies.org or BLS.gov/OOH that are new and interesting to you. Each row suggests a different education level: trade or certificate, associate's degree, bachelor's degree, or graduate degree (master's or doctoral). An example is provided.



	Which <b>STEM occupation or career</b> is new and interesting to me?	How much could I <b>earn</b> in this job and what is the <b>outlook</b> ?	How can I <b>summarize the job</b> that I might do in this occupation or career?	What would I need to do if I wanted to pursue this occupation or career? What would I <b>study</b> in college? How could I <b>prepare now</b> ?
EXAMPLE	Environmental Engineer	\$78,740 / year 22% growth	Environmental engineers use the principles of engineering, soil science, biology, and chemistry to develop solutions to environmental problems. They are important for protecting our environment!	Must have a <b>bachelor's degree</b> in environmental engineering or related field, such as civil, chemical, or mechanical engineering. Employers value practical experience, so I should seek an <b>internship</b> . In high school, I should take related sciences. Environmental engineers should be <b>creative</b> , inquisitive, <b>analytical</b> , and detail oriented. They should <b>work well as part of a team</b> and <b>communicate well</b> . I can start developing those skills now.
TRADE OR CERTIFICATE				
ASSOCIATE'S				
BACHELOR'S				
GRADUATE <small>(master's or doctorate)</small>				



Funded by a grant from the National Science Foundation, GSE/EXT: STEM Equity Pipeline Project, Grant No. HRD-1203121



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# Careers in Science, Technology, Engineering, and Math (STEM) make a world of difference and help shape our future!



**Instructions:** Complete the following worksheet by selecting 15 different STEM careers or occupations from ScienceBuddies.org or BLS.gov/OOH that are new and interesting to you.



Identify three STEM careers that are in demand.  
Look for faster than average projected job growth or outlook.

--	--	--

Identify three STEM careers that benefit from creativity.

--	--	--



## STEM careers are essential to our Health, Happiness, and Safety

Identify STEM careers with work that contributes to our Health, Happiness, and Safety. Challenge: Explore careers **outside** of the health professions.

HEALTH		HEALTH	
HAPPINESS		HAPPINESS	
SAFETY		SAFETY	

## STEM careers require Collaboration

Identify three STEM careers in which you would collaborate with others to solve problems.




Funded by a grant from the National Science Foundation, GSE/EXT: STEM Equity Pipeline Project, Grant No. HRD-1203121



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# College & Career Awareness

## What is Responsibility?

What does it mean to be responsible at home?

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How does acting responsibly help you?

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How does acting responsibly help the people around you?

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How do you feel when people around you do not act responsibly?

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# College & Career Awareness

## The Characteristics of a Good Employee

Most employers seem to agree that good employees display qualities such as dependability, punctuality, initiative, a positive attitude toward the job, ability to get along well with others, flexibility, motivation, organization, and an ability to perform assigned duties. And most individuals preparing to enter the workforce would look at this list of expectations and find it reasonable.

Does anyone plan to start a job or career unmotivated, disorganized, and under-prepared? Of course not! The problem is that the qualities and behaviors listed above are automatically assumed by employers; they constitute minimum expectations. Most companies do not provide programs to train their new employees on how to develop loyalty, project a good attitude, or show up on time each day. And why would they? Students who graduate from high school or college possess these attributes and more, don't they?

**More and more frequently, employers are complaining about the work ethic of new employees and are surprised at the degree to which they lack the basic skills and behaviors necessary to succeed in their jobs.** Employees are not showing up to work on time (or, in some cases, not showing up at all), not willing to perform the tasks assigned to them, and not taking the initiative to look around and see what needs to be done.

**So how can you tell if YOU would make a good employee?** Actually, many of the behaviors exhibited by successful students are very similar to what employers are looking for on the job. Ask yourself the following questions:

1. **Am I a dependable, loyal student?**
  - Do I show up on time for class each day?
  - If I am sick or unable to attend, do I let a classmate or the school know there is a problem?
  - Do I speak positively to others?
2. **Am I a flexible student?**
  - Do I go into class each day with an attitude that I will try my best at whatever assignment I am given?
  - Am I willing to take on new responsibilities?
3. **Do I take initiative?**
  - Do I look around to see what needs to be done and do it, or do I wait for teachers to make specific assignments?
  - Do I ask questions to try to learn more, or do I stick to what I already know and have been told?
4. **Do I have a positive attitude?**
  - Do I exhibit a positive attitude in all that I do?
  - Do I go out of my way to help others?
  - Do others seem to enjoy being around me at school?
5. **Am I a motivated student?**
  - Am I eager to get to school each day?
  - Do I try to learn new things/gain more knowledge about each subject?
  - Do I work to the best of my ability?

Finally, after answering the questions above, think about these two key questions:

- **If I were an employer--would I hire someone like me?**
- **Would I want to work with someone like myself?**

*This article was written by Mary Keen Krikorian, Career Planning Associate, State University of New York College at Oneonta. A few changes were made to adapt the article to 7th grade students enrolled in the College and Career Awareness course.*

# Employability Skills Self-Assessment

For jobs in today's "information age," you'll need to develop the skills that are valued by organizations that are dealing with a flood of information. Organizations have to change rapidly in response new information, and they face new issues on a daily basis..

Complete the checklists below to help you evaluate what skills you have now, and what skills you need to work on in order to find career success. Check the activities in each category below that are easy for you. If the activity is difficult, or if you have no experience with the activity, leave it blank.



## ADAPT

These things are easy for me:

- I can find something else to do if someone doesn't show up as planned,
- I adjust my language to match the language being used by the larger group.
- I am open to new ideas and techniques.
- I pay attention to others' comments and actions and adjust my own in response.
- I change my mind in light of new information.

Total for "Adapt"



## INNOVATE

These things are easy for me:

- I can find new solutions to old problems.
- I often fix things using unconventional means.
- I can brainstorm new ways to use tools and technology.
- I have ideas to improve almost everything I use.
- I use my imagination.

Total for "Innovate"



## COLLABORATE

These things are easy for me:

- I can work effectively on a team.
- I bring people together and help everyone agree on a course of action.
- I can motivate others.
- I respect people who are different than me, and consider their perspectives.
- I recognize the strengths of others.

Total for "Collaborate"





### COMMUNICATE

These things are easy for me:

- I can listen to others without the urge to interrupt.
- I use words, gestures, and body language to get my point across.
- I am able to write - school papers, social media posts, texts - to effectively communicate with others.
- I read for fun, but also to learn new things.
- I take advantage of technology (mobile phones, apps,, etc.) to improve my ability to communicate.

Total for "Communicate"



### SOLVE PROBLEMS

These things are easy for me:

- I can analyze a problem to determine the causes.
- I can recognize the effects of a problem.
- I can describe the important aspects of a problem to others.
- I can figure out several possible solutions to a problem.
- I can define what steps to take in order to solve a problem.

Total for "Solve Problems"

The things that you've marked as "easy" for you indicate that you are developing the associated skill. For each category, if you marked -

<b>4-5 Activities</b>	You are <b>well on your way</b> to having this employability skill, but should continue to practice the skill and demonstrate it in ways that others will your competency.
<b>2-3 Activities</b>	You are <b>still learning</b> the skill. Get help from your teachers and your parents in order to improve.
<b>0-1 Activities</b>	You probably need to learn more about how this skill can help you be successful. It might be helpful to get advice about specific activities you can try in order to build this skill.

## ASSERTIVENESS INVENTORY

Fill in the first column with how comfortable you are with the situation (five choices). Then, fill in how likely you would be to do the situation. Use the following scale: 1 = Never would do it, 2 = Rarely would do it, 3 = Maybe would do it (about half the time), 4 = Usually would do it, 5 = Always would do it.

How comfortable are you?	Situation	How likely would you?
☹️ ○ 😐 ○ 😊	Complimenting a friend	① ② ③ ④ ⑤
☹️ ○ 😐 ○ 😊	Asking a favor	① ② ③ ④ ⑤
☹️ ○ 😐 ○ 😊	Refusing a request to borrow something you value (homework, clothing, money, etc)	① ② ③ ④ ⑤
☹️ ○ 😐 ○ 😊	Stepping in when someone is being "picked on"	① ② ③ ④ ⑤
☹️ ○ 😐 ○ 😊	Turning down a hanging-out activity	① ② ③ ④ ⑤
☹️ ○ 😐 ○ 😊	Apologizing when you've made a mistake	① ② ③ ④ ⑤
☹️ ○ 😐 ○ 😊	Asking someone if they want to hang-out with you	① ② ③ ④ ⑤
☹️ ○ 😐 ○ 😊	Admitting you don't understand what is being discussed and asking for further explanation	① ② ③ ④ ⑤
☹️ ○ 😐 ○ 😊	Disagreeing with the opinion of a friend	① ② ③ ④ ⑤
☹️ ○ 😐 ○ 😊	Asking a teacher for extra help	① ② ③ ④ ⑤
☹️ ○ 😐 ○ 😊	Resisting pressure to do something you don't want to	① ② ③ ④ ⑤
☹️ ○ 😐 ○ 😊	Telling a teacher when he/she made a mistake	① ② ③ ④ ⑤
☹️ ○ 😐 ○ 😊	Asking for the return of borrowed items	① ② ③ ④ ⑤
☹️ ○ 😐 ○ 😊	Asking a teacher for missing assignments	① ② ③ ④ ⑤
☹️ ○ 😐 ○ 😊	Returning merchandise to a store	① ② ③ ④ ⑤
☹️ ○ 😐 ○ 😊	Telling someone you're "not interested" in them	① ② ③ ④ ⑤
☹️ ○ 😐 ○ 😊	Telling someone good news about yourself	① ② ③ ④ ⑤
☹️ ○ 😐 ○ 😊	Admitting that you're afraid of something	① ② ③ ④ ⑤
☹️ ○ 😐 ○ 😊	Standing up for yourself when someone is "picking on" you	① ② ③ ④ ⑤
☹️ ○ 😐 ○ 😊	Receiving compliments	① ② ③ ④ ⑤

# POWER OF THE POSE

Let your body  
inform your mind.

Use the  
**power of the pose**  
to be your most confident,  
relaxed self.



**For just two minutes ...**

stand like a **super hero**, or  
sit like a **powerful judge**.

Feel your testosterone<sup>1</sup> levels **increase!**

Feel your cortisol<sup>2</sup> levels *decrease!*

And – because of those chemical changes –  
**your mind actually changes.**

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<sup>1</sup> Testosterone is also known as the “confidence” hormone.

<sup>2</sup> Cortisol is also known as the “stress” hormone.

# College & Career Awareness

## 1, 2, 4 or More: A Smart Investment

Match each of the following terms to its definition:

FAFSA

Award for students completing a program of study that typically takes a year of study beyond high school.

Bachelor's Degree

Cost to attend college for a period of time.

Student Loan

Educational award typically requiring more than 4 years of college study.

Master's and Doctorate Degrees

Money that is granted from government and used to attend college that student does NOT have to pay back.

Tuition

Free Application for Federal Student Aid.

Federal Grant

Degree awarded to students who complete a 4-year college program.

1-Year Certificate

Money that is borrowed and used to attend college that student has to pay back.

Please select the correct answer to the following multiple choice questions:

I can attend college for:

- A - one year
- B - two years
- C - four years
- D - more than four years
- E - all of the above

FAFSA stands for:

- A - Federal Application For Student Artwork
- B - Free Application for Federal Student Aid
- C - Fans are Free to Stand Always
- D - For All Federal Student Aid

I can help pay for college by:

- A - applying for scholarships
- B - filling out the FAFSA to see if I qualify for financial aid
- C - using money I have saved along with what my parents have saved
- D - all of the above

Invest  
in  
College!

# Remember:



**COLLEGE**

**124** *or more*

**MORE**

*Graduate and professional degrees*

**FOUR-YEAR**

*Bachelor's degrees*

**TWO-YEAR**

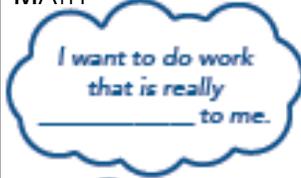
*Associate or technical degrees*

**ONE-YEAR**

*Certificate programs*



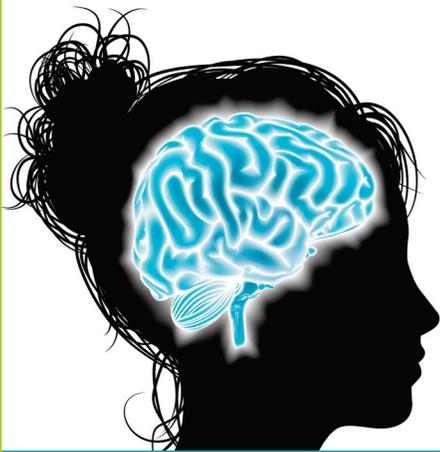
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<p><b>1 ASPIRATIONS FOR ...</b></p> <p>College: Career: Life:</p> 	<p><b>2 REALITY CHECK</b></p> <p>Learn the costs associated with your aspirations – and potential occupations that <b>PAY!</b></p> <p><b>My tentative occupational choice:</b></p> 	<p><b>3 I Can Set SMART Goals!</b></p> <p>My Goal: _____</p> <p><b>S</b>pecific: _____</p> <p><b>M</b>easurable: _____</p> <p><b>A</b>ttainable: _____</p> <p><b>R</b>elevant: _____</p> <p><b>T</b>ime-bound: _____</p>	<p><b>4 Non-TRADITIONAL OCCUPATIONS:</b></p> <p>Fill in key number here: _____</p> <p>_____ % one gender</p> 
<p><b>5 LANGUAGE OF COLLEGE &amp; CAREER</b></p> <p>Enjoy the journey, and celebrate all the destinations along the way. <b>What will be your first scenic view?</b></p> 	<p><b>6 LIFELONG LEARNING PYRAMID</b></p>  <p>Specialized skills increase employment and earnings potential!</p>	<p><b>7 COLLEGE &amp; CAREER SUCCESS</b></p> <p>Finding a great career is a matter of _____.*</p> <p><small>*Knowledge *Planning *Preparation</small></p> 	<p><b>8 WORK VALUES</b></p> <p>SCIENCE TECHNOLOGY ENGINEERING MATH</p> <p><i>I want to do work that is really _____ to me.</i></p> 
<p><b>9 CAREER INTERESTS</b></p>  <p><b>What's your "Holland Code?"</b></p>	<p><b>10 CAREERS in STEM</b></p> <p>Web research: <a href="http://www.bls.gov/ooh">www.bls.gov/ooh</a>; <a href="http://www.ScienceBuddies.org">www.ScienceBuddies.org</a>; <a href="http://UtahFutures.org">http://UtahFutures.org</a></p> 	<p><b>11 TAKING RESPONSIBILITY</b></p> 	<p><b>12 POSITIVE EMPLOYMENT TRAITS</b></p> <p>Growth Mindset Intelligence and talent can go up or down.</p> <p><b>21ST CENTURY SKILLS</b></p> <p><b>GRIT</b></p> 
<p><b>13 WORKING WITH OTHERS</b></p> <p>What do YOU bring to the team?</p> 	<p><b>14 CAREER RESOURCES</b></p> <p>Find quality college and career information; project personal confidence as you apply for any opportunity!</p> <p><b>POWER OF THE POSE</b></p> 	<p><b>15 1, 2, 4 or More</b></p> <p>Earn a skill certificate while you're still in high school, then StepUp for more!</p> <p>What certificate will you start with?</p> 	<p><b>16 Jobs of the Future</b></p> <p>Which Career Pathway promises great opportunities for your future success?</p> 

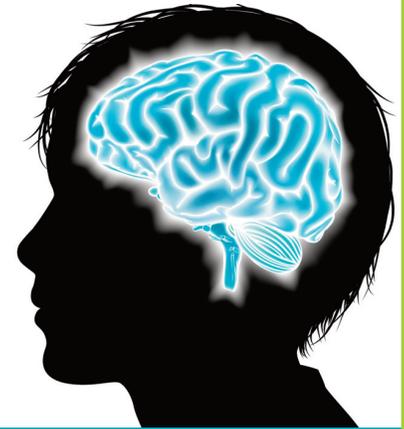
# College & Career Awareness

## The Language of College and Career: **GLOSSARY**

<b>Apprenticeship</b>	An apprenticeship combines on-the-job training with classroom training. Graduates of registered apprenticeship programs earn a credential that is recognized. Students in apprenticeship programs typically earn a salary while they are learning.
<b>Associate Degree</b>	A two-year degree that prepares students for a specific career or further education. <ul style="list-style-type: none"> <li>• Associate of Arts (<b>AA</b>) or Associate of Science (<b>AS</b>) degrees are similar to the first two years – “general educational requirements” – of a four-year degree.</li> <li>• The Associate of Applied Science (<b>AAS</b>) is awarded for a two-year technical or vocational program of study.</li> </ul>
<b>Bachelor’s Degree</b>	A degree awarded to students who complete a four-year program of study at a college or university.
<b>Career</b>	A course of events that make up a life; includes <i>all</i> work – paid and unpaid – one does in his or her lifetime.
<b>Career Pathway</b>	Occupations within one area (a “Career Field” or “Career Cluster”) are further organized into Career Pathways, using characteristics (such as skills) that they have in common. Career Pathways help us choose what classes to take, and in what order to take them in during high school and beyond.
<b>Certificate</b>	Awarded to students who complete educational programs that are designed to lead directly to entry-level employment in occupations such as mechanic, nurse assistant, or computer technician.
<b>Concurrent Enrollment</b>	College-level courses for students in their last two years of high school for which both high school and college credit can be earned.
<b>CTE Areas of Study</b>	<ul style="list-style-type: none"> <li>• Agricultural Education</li> <li>• Business and Marketing Education</li> <li>• Family and Consumer Sciences Education</li> <li>• Health Science Education</li> <li>• Information Technology Education</li> <li>• Skilled and Technical Sciences Education</li> <li>• Technology and Engineering Education</li> </ul>
<b>GED - General Education Diploma</b>	The GED Tests measure the outcomes and concepts associated with a traditional four-year high school education. A <b>Utah High School Completion Diploma</b> is issued when all four GED test modules are passed.
<b>High School Diploma</b>	Awarded to students who meet the education, citizenship, and experience requirements of high school set by a school, district, and state.
<b>Master’s, Doctorate, or Professional Degree</b>	Also known as “graduate degrees,” these degrees are awarded to students who complete training beyond their Bachelor’s degrees in specialized areas of study.
<b>Occupation</b>	A group of jobs with common characteristics that require similar skills but are found in a variety of industries and organizations.



# What's Your Mindset?



From the work of Carol Dweck, Ph.D.

## FIXED

Intelligence is fixed,  
i.e., “You’ve either got it  
or you don’t.”

People who believe that to be smart you have to be born that way, want to appear smart at all costs, which might lead them to ...

- **Avoid challenges.**
- **Give up easily** when they encounter obstacles.
- See effort as a **weakness**. (Since they think smart people can accomplish things with ease.)
- Dismiss or **ignore** criticism.
- Feel **threatened** by the success of others.

*Individuals who hold to a fixed mindset **may never reach their full potential.***

## GROWTH

Intelligence can be  
developed, i.e.,  
“Practice makes perfect.”

People who believe that you can develop intelligence through exploration, study, and practice will usually ...

- **Embrace challenges.**
- Make mistakes but **persevere** in spite of obstacles.
- See effort as a necessary part of **mastery**.
- **Learn** from criticism.
- Be **inspired** by the success of others.

*Individuals who adopt a growth mindset will be **lifelong learners** and achieve at high levels.*

I don't know ... I can't do ... I haven't tried ... **THINK: ‘yet.’**

Check it out: [http://www.ted.com/talks/carol\\_dweck\\_the\\_power\\_of\\_believing\\_that\\_you\\_can\\_improve](http://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve)

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